

SECRETARY OF STATE'S EDUCATIONAL OUTREACH PROGRAM

WE THE PEOPLE

LOUISIANA POLITICS: 2002-2003



A Teacher's Guide

developed by
Louisiana's Old State Capitol
Education Department

STATE OF LOUISIANA
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Dear Educator:

I would like to thank you and say how happy I am to see you interested in Louisiana's Old State Capitol, Center for Political and Governmental History. I would also like to introduce you to the Secretary of State's Educational Outreach Program and new exhibition at the Old State Capitol entitled *We the People*. As the Chief Elections Officer for Louisiana and a former civics teacher, I am most impressed with the educational value of this program.

I encourage you to not only visit the museum, but talk to your students about their civic duties, the power of the vote, and the idea that one person CAN make a difference. The lessons in this curriculum will reinforce this message and allow your students to visit the Old State Capitol prepared to appreciate the full impact of this exhibit. We think you will find the lessons especially helpful because relevant content standards and benchmarks are included. We encourage you to plan your visit by orienting your students to the exhibits, collections, and the lessons in this curriculum.

There is something for everyone at the Old State Capitol and we look forward to your visit. I encourage you to find more information about the Old State Capitol's educational opportunities on our website at www.sec.state.la/osc. If you have any questions, please call 225-342-0500 or 1-800-488-2968.

Sincerely,

W. Fox McKeithen

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SECRETARY OF STATE'S EDUCATIONAL OUTREACH PROGRAM *WE THE PEOPLE* LESSON PLANS

The purpose of this guide is to enrich your classroom studies. We hope that these lessons plans and activities encourage your students to become active and informed participants in the democratic process. Please adapt the following lessons to your classroom needs.

We the People

Voting and Elections (August 2002)

Piggy Tale Election- Grades K-4

Make A Citizen's Pledge- Grades K-4

Will You Vote- Grades 5-12

Getting Out the Vote- Grades 5-12

Political Parties (January 2003)

Candidate Debate - Grades 5-8

Voting Game- Grades 9-12

Campaigns (March 2003)

Classroom Campaigns- Grades 5-8

Inviting Candidates to Class- Grades 9-12

Woven into Louisiana's classroom lessons are the Foundation Skills developed and promoted by Louisiana's Department of Education. *Citizenship* is one of five Foundation Skills that all Louisiana students are expected to gain from their classroom experiences. As a Foundation Skill, it is defined as "the application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one's choices and actions and understanding their impact on oneself and others; knowing one's civil, constitutional, and statutory rights; and mentoring others to be productive citizens and lifelong learners."

LOUISIANA CONTENT STANDARDS

While this project will be especially beneficial to social studies teachers, we hope it will be a school-wide endeavor. In an attempt to encourage participation across the curriculum, we have provided Louisiana's Department of Education standards and benchmarks from various subject areas. Each standard is listed with a sample activity.

Subject Area	Louisiana's Content Standards	Sample Classroom Activity
Social Studies	<p>Civics</p> <p>Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world, while learning about the rights and responsibilities of citizenship</p> <p>History</p> <p>Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.</p>	<p>Piggy Tale Election (page 6)</p> <p>Make A Citizen's Pledge (page 8)</p> <p>Will You Vote (page 10)</p> <p>Getting Out the Vote (page 13)</p> <p>Candidate Debate (page 22)</p> <p>The Voting Game (page 24)</p> <p>Classroom Campaigns (page 35)</p> <p>Inviting Candidates the Class (page 37)</p>
Language Arts	<p>Standard One</p> <p>Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.</p> <p>Standard Five</p> <p>Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.</p>	<p>Piggy Tale Election (page 6)</p> <p>Will You Vote (page 10)</p> <p>Getting Out the Vote (page 13)</p> <p>The Voting Game (page 24)</p> <p>Classroom Campaigns (page 35)</p>
Art	<p>Creative Expression</p> <p>Students develop creatively through the application of knowledge, ideas, skills, and organizational abilities.</p>	<p>Create campaign posters or buttons.</p> <p>Make a Citizen's Pledge (page 8)</p>
Math	<p>Number and Number Relations</p> <p>In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationship within that system using a variety of techniques and tools.</p>	<p>Study the electoral college, predict the outcome of the election, watch the election returns.</p>
Science	<p>Science and the Environment</p> <p>In learning environmental science, students will develop an appreciation of the natural environment, learn the importance of environmental quality, and acquire a sense of stewardship. As consumers and citizens, they will be able to recognize how our personal, professional, and political actions affect the natural world.</p>	<p>The environment has become a major issue in recent elections. How are the major candidates responding to this issue?</p>

WE THE PEOPLE
LOUISIANA POLITICS

AUGUST 2002 PROGRAM
VOTING AND ELECTIONS

SUPPLEMENTARY VIDEO MATERIALS RESEASED IN AUGUST 2002

PIGGY TALE ELECTION*

GRADES K-4

* adapted from lesson plans by Dana Craig, teacher, Alabama

Subject

Social Studies - Language Arts

Goal/Rationale

Students will understand the importance of voting and voicing their own opinion. They will also understand voting procedures including casting his/her vote, counting votes, and announcing the winner.

Civics Standard. Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.

Louisiana Benchmarks

Roles of the citizen

- C-1B-E2 discussing the importance of citizens' sharing and supporting the principles of American constitutional democracy
- C-1D-E2 describing the rights and responsibilities of citizenship in a democratic society
- C-1D-E3 identifying and discussing civic traits that are important to the preservation and improvement of American constitutional democracy
- C-1D-E4 describing the many ways that citizens can participate in and contribute to their communities and to American society.

Objective

Students will

- analyze a story and form an opinion about that story
- understand the importance of the vote and the importance of becoming an informed voter

Materials

The True Story of the Three Little Pigs by Jon Scieszka

The Three Little Pigs (traditional story)

crayons

ballots (paper)

voter's box

"I Voted" stickers

graph

wolf and pig stickers

Lesson Directions

1. Remind students of the story of *The Three Little Pigs*. Do they remember the story? Tell them that you have another story to share with them about that incident - but this is the wolf's side of the story.
2. Read *The True Story of the Three Little Pigs* by A. Wolf
3. Discuss what it means to vote. Write answers on board. Explain to the children that voting is a chance for them to speak up, share their opinion, and have their opinion counted as one of a whole group. Ask children if they can think of things they might vote on or about. Write answers on the board.
Teachers may want to review all or some of the following terms for this discussion:
 - ballot
 - campaign
 - democracy
 - election
 - polls
 - precinct
 - voter turnout
4. Explain to students that they will be voting shortly. They need to think about the story they just heard and decide if they believe the wolf's side of the story or the pig's side of the story. Using the crayons and paper (ballot), each child should draw a picture of the character he/she believes - the pigs or the wolf. Students should write a few sentences to explain why they believe one character or the other. Once students have completed voting, they should place their ballot in the ballot box and get their "I VOTED" sticker. Once all the ballots are in, the teacher will tally them and record the votes on a graph for all students to see. The teacher may choose to use the pig and wolf stickers to tally the votes.
5. Discuss which side of the story won the vote and why different students voted for each one. Combine all the ballots into a booklet and review the pictures and reasons why the children voted the way they did.
6. Discuss the importance of voting, when students can vote, where students can vote. This may lead to a discussion of how to contribute to their community in other ways besides voting.

Assessment

The teacher will interact, supervise the class discussion, and make sure that the children understand the purpose of the activity and the process of voting and why it is important to vote your own opinion. The teacher will evaluate the class by observation and reviewing ballots.

MAKE A CITIZEN'S PLEDGE

GRADES K-4

Subject

Social Studies-Arts

Goal/Rationale

Students will understand the importance of voting and voicing their own opinion. They will also understand voting procedures including casting his/her vote, counting votes, and announcing the winner.

Civic Standard. Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.

Louisiana Benchmarks:

Roles of the citizen

- C-1A-E2 explaining the necessity and basic purposes of government
- C-1A-E6 explaining how officials in government acquire the authority to exercise political power
- C-1D-E2 describing the rights and responsibilities of citizenship in a democratic society
- C-1D-E3 identifying and discussing civic traits that are important to the preservation and improvement of American constitutional democracy
- C-1D-E4 describing the many ways that citizens can participate in and contribute to their communities and to American society.

Objective

Students will:

Pledge to accompany their parents in the next election

Understand the voting process

Materials

Crayons

Voting Cards (paper)

Lesson Directions

1. Discuss how, even at an early age, all children can participate in the voting process.
2. Discuss the process of voting at the polls, including registration, showing identification and casting ballots. Write the voting processes on the board.
3. Have students create an "I Voted Too" card to be signed by commissioners while accompanying parents to voting polls

4. Have students vote on best design for “I Voted Too” card and use winner for project.
5. Have students pledge to accompany their parents in the next election
6. Have students get the commissioner to sign their “I Voted Too” card
7. Discuss the importance of voting and the experiences shared by the children with their parents at the polls

Assessment

The teacher will interact, supervise the class discussion, and make sure that the children understand the purpose of the activity and the process of voting and why it is important to vote. The teacher will evaluate the class by observation and reviewing pledges and cards.

Will You Vote?

Grades 5-12

Subjects

Civics - History - Language Arts

Goals/Rationale

Voting is an essential part of a democracy. Unfortunately, voter turnout among young people is at an all-time low. While young people today are not alone in their political apathy, they may be the ones to change this trend. In an effort to help students understand the importance of voting, this lesson will show students the history of the vote, including the obstacles many dedicated activists had to overcome in order for our electorate to be truly representative of ALL, regardless of race, religion, gender, etc.

Voting is such a powerful act that throughout history people have been stopped from voting. In recent years, the National Association of Secretaries of State (NASS) sponsored and produced a revealing study entitled New Millennium Project: American Youth Attitudes on Politics, Citizenship, Government, and Voting. The results in the report are not necessarily surprising, but they are indeed startling. Defined as "the problem," this study states:

- Since 18 year olds were first given the chance to exercise their right to vote in the 1972 elections, the voter turnout rate of 18 to 24 year olds has steadily declined. In 1972, 50% of 18 to 24 year olds exercised their right to vote. By the 1996 elections, only 32% of 18 to 24 year olds turned out at the polls. Turnout among this age group in 1998 is projected to have been below 20%, perhaps the lowest in our nation's history.
- Even with changes that have made voter registration easier, only half (49%) of 18 to 24 year olds were registered to vote in 1996.

We know that young people either DON'T vote or consistently DON'T show up at the polls on election day. It is our mission to try to alter this mind set.

Louisiana Benchmarks

Grades 5-8, Roles of Citizen

- C-1D-M2 identifying the rights and responsibilities of citizens and explaining their importance to the individual and to society
- C-1D-M3 discussing issues involving the rights and responsibilities of individuals in American society
- C-1D-M4 describing the many ways by which citizens can organize, monitor, and help to shape politics and government at local, state, and national levels

Grades 9-12, Roles of Citizen

- C-1D-H2 evaluating and defending positions regarding the personal and civic responsibilities of citizens in American constitutional democracy
- C-1D-H3 explaining and evaluating the various forms of political participation that citizens can use to monitor and shape the formation and implementation of public policy
- C-1D-H4 analyzing and evaluating the importance of political leadership, public service, and a knowledgeable citizenry to American constitutional democracy

Objective

Students will:

Understand the history of the vote - including obstacles and victories.

Understand that voting is a civil right of a democracy.

Know how their voices can be heard through the act of voting.

Materials

- 1952 Voter Registration Application
- student ballot

Lesson Directions

1. Discuss the reasons people DO vote. Discuss the reasons why people DON'T vote. List the reasons on the board.
2. Discuss the idea that voting is a guaranteed civil right in a democracy. Ask students to identify governments that do not allow its citizens to vote. Example: Totalitarianism versus Democracy. Look at America's own history. Identify groups of individuals who were not allowed to vote.
3. Write the following terms / concepts on the board. Discuss how they fit into the history of voting in the United States.

19th Amendment	constituency
26th Amendment	electorate
Voting Rights Act of 1965	precinct
suffrage	voter registration
literacy tests	right versus privilege

4. Have students complete the 1952 voter registration test. Compare to today's voter registration process. Remind students how to register to vote today.
5. Discuss current issues affecting students today. Distribute the ballot included in this lesson and allow students to vote on issues concerning them.
The class may choose to create its own ballot based on current issues facing your school or students.

Assessment

- evaluate students on their knowledge of key concepts
- write an essay incorporating key concepts mentioned above - explaining how their attitude on voting has changed or not changed

Suggested Enrichment

Remind students that several key presidential elections were decided on by FEW votes. Review those elections with them and have them research the details associated with the close election.

Helpful website: www.pbs.org (The Democracy Project)

Form of Application for Voter Registration
c. 1952

1. Name the parish, precinct, and ward where you live?

2. Name the parish, precinct, and ward where you last registered.

3. Give a reasonable interpretation of the U.S. Constitution or the Louisiana Constitution.

4. Give the exact number of presidential electors from Louisiana.

5. Identify the Articles of Confederation.

6. Calculate how old you are to the day, month, year.

Getting Out the Vote

Grades 5-12

Subject:

Civics- History- Language Arts

Goal/Rationale:

Students will understand the mechanics and importance of increasing voter participation. Students will participate in a debate in order to learn the value of considering opposing viewpoints.

Louisiana Benchmarks

Grades 5-8, Roles of Citizen

C-1D-M2 Identifying the rights and responsibilities of citizens and explaining their importance to the individual and society

C-1D-M3 Discussing issues involving the rights and responsibilities of individuals in American society.

C-1D-M4 Describing the many ways by which citizens can organize, monitor, and help to shape politics and government at local, state and national levels.

Grades 9-12, Roles of Citizen

C-1D-H2 Evaluating and defending positions regarding the personal and civic responsibilities of citizens in American constitutional democracy

C-1D-H3 Explaining and evaluating the various forms of political participation that citizens can use to monitor and shape the formation and implementation of public policy.

C-1D-H4 Analyzing and evaluating the importance of political leadership, public service, and a knowledgeable citizenry of American constitutional democracy

Objectives:

Students will:

Understand the importance of ONE vote

Discuss ways of increasing voter participation

Analyze issues which need addressing and write editorials in response

Materials:

Newspapers, pens, and paper

Description:

1. Talk with your students about the importance of every vote. To illustrate this, you will want to remind them about the closeness of the presidential election 2000.

2. Have them research other elections that ended with close margins. Once the students understand the impact of every vote, have them discuss what voting can change.

3. Have them skim the newspaper to find stories that could be effected by a vote.

4. Have the students brainstorm ways that could increase voter turnout. Do they think we need to give people a day off of work to vote? Do they think we need to arrange transportation to the polls? Do they think more people would vote if it could be done by telephone or computer?
5. Allow time for students to work in groups to come up with ways to increase voter participation. Accept all ideas and list them on the board.
6. Have the students write an editorial to their local newspaper proposing their ideas.

Assessment:

Students will realize the importance of one vote and the impact it can have upon history, while analyzing concepts which could increase voter participation

Extra Classroom Activities

- Participate in the National Student-Parent Mock Election (Activity #1 attached)
- Compare the role of various media in elections (Activity #3 worksheet attached)
- Plan a field trip to the voter-registration office
- Research the history of voting rights
- Write an editorial to your local newspaper supporting a candidate or an issue
- Conduct poster or essay contests based on the election, a candidate, or an issue.
- Use Newspaper in Education (NIE) programs

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WE THE PEOPLE EXHIBIT

Activity #2

K-12

The focus of this field trip will be our new permanent exhibition entitled *We the People* which seeks to personalize the process of campaigns, elections, and the day to day aspects of the democratic process through its interactive components and its important message. People are highlighted throughout the exhibition in order to provide opportunities for our visitors to relate personally to the content. By imagining, hearing, dissecting, and contacting the people connected with Louisiana's politics, visitors will see themselves in the experiences and will come away with an "I could do that" feeling as well as with new knowledge. The primary goal of this exhibition is to have people leave inspired to take action in the form of political participation -- whether it be as simple as registering to vote or as monumental as running for office. Through the variety of interactions and the diversity of people they meet, they leave knowing there are many ways to let their voices be heard and their actions known.

The purpose/objectives of this exhibition is multileveled. It is to:

- impact visitors in such a way that they take action to participate in the democratic process and enable visitors to see they have a personal role in politics and government
- to encourage visitors to have fun in this interactive exhibit where they can learn about Louisiana politics and take pride in their heritage
- value the democratic process, especially the power of voting
- understand that they have choices in the political process -- what media to listen to, who to vote for -- and that their choices have direct consequences on their lives
- identify with individuals who have used the democratic process to make a difference in their community, state, or in the nation

This interactive exhibition seeks to personalize the process of campaigns, elections, and the day to day aspects of the democratic process. One of the goals of this exhibit is to have you and your students leave inspired to take action and come away with an "I could do that" feeling as well as with new knowledge. Highlights include :

- **Model Louisiana City.** This is designed to show the visitor how almost everything we do is in some way influenced by laws, the constitution, and the legislature.
- **Laws in Your Daily Life.** This computer interactive allows visitors to vote on various "referenda" and realize the consequences of a YES or a NO vote.
- **Imagining you're part of the democratic process.** Visitors can literally imagine themselves in the roles of reporters, legislators, volunteers, and other valuable figures in this process.
- **You Make the Budget.** This computer interactive allows visitors to appropriate a percentage of the state's budget toward education, health and social services, transportation, military affairs, public safety and corrections, economic development, tourism and cultural development, agriculture and forestry, and general government -- and compare it with the state's ACTUAL budget!
- **Connect to your Congressman.** Discover how to contact your elected officials! E-mail him/her and pledge to take a more active role in the coming year.

- **Wall of Fame.** This exhibit highlights stories of ordinary individuals -- women and men, old and young -- who have made a difference in the quality of life for Louisiana citizens. One person can make a difference, and it could be you!
- ***Dig a Little Deeper* film.** Visitors will understand the importance of being an informed voter by relying on various sources of information including television, radio, Internet, newspaper, and magazines.
- **Pick your Platform!** Pick your Platform allows students to understand political platforms and take a position on several issues.
- **The Struggle.** This area highlights individuals and groups of people who have fought for their right to vote, including women, African-Americans, Native Americans, and young people. A listening area allows visitors to access oral histories from people who remember what it was like to fight for this right.
- **The Path to Voting.** Visitors will review the precise steps individuals must take to actually vote. Students decide along the path if they are ready to vote or if their attitude will stop them along the way. It explains that you must register to vote, assess the candidates and issues, cast your vote, and act on the outcome.



On-Air

Take home a video of your students. This interactive program allows visitors to videotape themselves making political campaign commercials, editorials on a current event, or a short speech.

*Please schedule On-Air ahead of time.
Call (225) 342-0500.*

THE POWER OF PRINT ACTIVITY #3

The media has long been a powerful tool for communication about elections and issues. The newspaper has been in existence longer than others (television and radio) and still is one of the most trusted and used in election year decision making. The media plays an important role in communication about candidates and their backgrounds and issues facing the community, state and nation. The newspaper is often thought of as the best resource for tangible, detailed information about the local, state and national elections and issues.

- Use one edition of your newspaper to find examples, prior to the election, of the type of information the newspaper contains about candidates, issues, the voting process or anything that you think had to do with the elections.
- Clip each example, as you search in your newspaper for stories, cartoons, advertising, charts, photos, comics, editorials, etc. Put all of the information you have clipped in a folder or envelope and write on the outside of the envelope how much time you estimate it will take you to read all the information you clipped.
- On your own, read the information clipped from the newspaper and record your reading time below:

Newspaper Reading Time Begin: _____ End: _____

- Watch one national or local television news broadcast for 30 minutes and keep (on a separate sheet of paper) a record of the election information featured in the broadcast
- Below: list what you think are the advantages/disadvantages of each form of media (television and newspaper) in election coverage. Be prepared to discuss your findings:

ELECTION COVERAGE

TELEVISION		NEWSPAPER	
Advantages	Disadvantages	Advantages	Disadvantages

We the People
Louisiana Politics

January 2003 Program
Political Parties

SUPPLEMENTARY VIDEO RELEASED IN JANUARY 2003

Candidate Debate

Grades 5-8*

*Adapted from an AskERIC Lesson Plan submitted by Susan M. Baxter, teacher, Arkansas

Subjects:

Social Studies/US Government

Goal/Rationale:

To stimulate a political debate based upon issues relevant to third to fifth graders, their parents, and the community.

To introduce and develop the concept that an informed voter uses his/her voting power to support issues that are important to him/her.

LA Benchmarks

Structure and Purpose of Government

C-1A-M1 explaining major ideas about why governments are necessary and evaluating competing positions on the purposes government should serve

Foundation of the American Political System

C-1B-M6 analyzing the importance of political parties, campaigns, and elections in the American political system

Roles of the Government

C-1D-M3 discussing issues involving the rights and responsibilities of individuals in American society

C-1D-M5 communicating the importance of knowledge to competent and responsible political participation and leadership

Objectives: Students will be able to:

1. Participate in a political debate by developing questions, listening and analyzing responses.
2. Apply their knowledge of a candidate to make an informed choice

Materials:

None

Description

1. Invite the local campaign managers for the candidates to participate in a 45 minute debate representing their candidate.
2. Divide the students into multi-grade level, small groups and have them list issues of concern at local, state, and national levels.

3. Have the large group meet and focus the issues into five basic ones: the environment, natural resources, pollution, education and local issues.
4. Have students read one-two pages of campaign literature to each candidate. Use reading partners. Post-reading literal and inferential comprehension questions can be used to discuss the previously agreed upon issues for each candidate. Edit the questions and submit them to the questioning panel
5. Have the questioning panel chosen from student volunteers
6. Have all students vote on the candidates and fill out a short questionnaire concerning the reasons for their choice.
7. Invite parents and community members to the debate. At the end of the formal questioning, before the final comments, questions may be taken from the audience.
8. Have the students vote again and interview at least two classmates concerning their vote and reasons for change or consistency with their previous vote.
9. Have the student write thank-you notes to the campaign managers citing at least one specific reaction or response to information revealed in the debate.
10. Have the students predict the statewide results using their knowledge of the issues.
11. Have the students monitor the statewide election results on election day and compare it to their predictions.

Assessment:

Students will be able to experience the fact-finding procedure of informed voters.

The Voting Game

Grades 9-12*

* Adapted from an AskERIC Lesson Plan submitted by Fred W. Miller, teacher, CO

Subject:

Social Studies/US Government-Language Arts

Goal/Rationale:

Students will be able to classify political parties between the radical-conservative range. Students will identify their interest with a political party

LA Benchmarks:

Foundations of the American Political System

C-1B-H4 evaluating issues related to the differences between American ideals and the realities of American social and political life

C-1B-H5 evaluating the roles of political parties, campaigns, and elections in American politics

C-IB-H6 analyzing the historical and contemporary roles of associations and groups in local, state, and national politics

Objectives:

Students will:

1. Build a political vocabulary
2. Describe political movements and their effect on social change

Materials:

None needed

Description:

1. Lecture and make clear the political options within a society. These options are; limited social change, moderate social change, radical social change. These categories are displayed upon the chalkboard as:

Radical (Left)	Liberal	Conservative (Right)
1st Vote		
2nd Vote		
3rd Vote		

2. Introduce the “Sealed Envelope.” This is held by one of the students until the end of the game. It contains the logical predictions of the voting, as well as adding suspense to the game.

3. Explain the role-playing concept and pass out the role-playing cards. No talking is allowed and no student can look at a card until told to do so. A Vote is taken after reading each card.

4. Compare the student voting with the sealed envelope.

5. Each student is required to make a statement explaining why they voted the way they did.

6. Homework. Each student is required to write a one-page paper which discusses at least three factors which influence voting patterns.

Role-Playing Cards:

Situation:

1. You are the owner of a large business. You take three vacations a year, and you drive a Porsche.
- 2a. The stock-market has just crashed and your business suffers. It looks like you will be only able to take two vacations this year.
- 2b. The stock-market has crashed and wiped you out. You have to sell all assets, your house, cars, and clothes. You’re forced to live on the street and beg for food.
- 3a. The stock-market has recovered and you have landed many new contracts. You look forward to four vacations this year and another new car.
- 3b. You finally get a job in a factor. It isn’t much but you can afford an apartment.

Situation:

1. You are a business executive for a large company. You support your family in an upper-middle class style. You own a large house and two new cars.
- 2a. The economy goes into a recession and you are laid off of your job. You have a hard time getting another job because of your age and the economic climate. Your savings are being spent quickly

2b. The economy goes into a recession and you are laid off of your job. You are forced to sell your house and cars. Your family moves into a cheap apartment and you are forced to feed your family with food stamps. Time is running out.

3a. You finally get a low-paying job with another company. It isn't much but it pays the bills.

3b. You finally get a job working in a hot dog stand. It isn't much but it pays the bills.

Situation:

1. You are a college student and you are having a great time in college. You go to a lot of parties but still manage to make the grade.

2. The economy goes into a depression and your dad loses his job. You are forced to drop out of college and get a job to support your family. The only job you can find is in a slaughterhouse.

3a. The economy recovers and you are able to return to school. You are a more serious student now.

3b. Because of your limited education you are promoted to foreman. You are given a raise and benefits.

Situation:

1. You are a skid row bum. You sleep in doorways and panhandle money to buy wine.

(NOTE: After the "bums" have voted, erase their vote. Bums don't vote).

2a. You panhandled enough for a bottle of wine. The next day you decide to give up drinking, but you can't find a job because of the economy.

2b. You panhandled enough for a bottle of wine. The next day you decide not to be a bum and you get a job in a hot dog stand. It isn't much but it's a start.

3a. You panhandle enough to buy a lottery ticket. It turns out to be a winner and you are rich.

3b. You have saved enough money to buy the hot dog stand. You are now the owner of a small business.

Assessment:

The role-playing situations are easy to make up. Each student receives three situations. In order to demonstrate voting patterns it is essential that the second card be a depressing one. Student voting will reflect this trend.

Extra Classroom Activities

- Tour the We the People Exhibit at Louisiana's Old State Capitol (Activity #4 attached)
- Make a political profile of all the candidates (Activity #5 worksheet attached).
- Invite a local politician to speak to the class
- Have students research political party platforms and decide which appeal most to them and which do not (Activity #6 worksheet attached)
- Research the major issues in an election, list each candidate's stand in these issues and then list your own viewpoint (Activity #7 and #8 worksheets attached)
- Write an editorial to your local newspaper supporting a candidate or an issue
- Use Newspaper in Education (NIE) programs

WE THE PEOPLE EXHIBIT

ACTIVITY #4

K-12

The focus of this field trip will be our new permanent exhibition entitled *We the People* which seeks to personalize the process of campaigns, elections, and the day to day aspects of the democratic process through its interactive components and its important message. People are highlighted throughout the exhibition in order to provide opportunities for our visitors to relate personally to the content. By imagining, hearing, dissecting, and contacting the people connected with Louisiana's politics, visitors will see themselves in the experiences and will come away with an "I could do that" feeling as well as with new knowledge. The primary goal of this exhibition is to have people leave inspired to take action in the form of political participation -- whether it be as simple as registering to vote or as monumental as running for office. Through the variety of interactions and the diversity of people they meet, they leave knowing there are many ways to let their voices be heard and their actions known.

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- to encourage visitors to have fun in this interactive exhibit where they can learn about Louisiana politics and take pride in their heritage
- value the democratic process, especially the power of voting
- understand that they have choices in the political process -- what media to listen to, who to vote for -- and that their choices have direct consequences on their lives
- identify with individuals who have used the democratic process to make a difference in their community, state, or in the nation

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- **Model Louisiana City.** This is designed to show the visitor how almost everything we do is in some way influenced by laws, the constitution, and the legislature.
- **Laws in Your Daily Life.** This computer interactive allows visitors to vote on various "referenda" and realize the consequences of a YES or a NO vote.
- **Imagining you're part of the democratic process.** Visitors can literally imagine themselves in the roles of reporters, legislators, volunteers, and other valuable figures in this process.
- **You Make the Budget.** This computer interactive allows visitors to appropriate a percentage of the state's budget toward education, health and social services, transportation, military affairs, public safety and corrections, economic development, tourism and cultural development, agriculture and forestry, and general government -- and compare it with the state's ACTUAL budget!
- **Connect to your Congressman.** Discover how to contact your elected officials! E-mail him/her and pledge to take a more active role in the coming year

- **Wall of Fame.** This exhibit highlights stories of ordinary individuals -- women and men, old and young -- who have made a difference in the quality of life for Louisiana citizens. One person can make a difference, and it could be you!
- ***Dig a Little Deeper* film.** Visitors will understand the importance of being an informed voter by relying on various sources of information including television, radio, Internet, newspaper, and magazines.
- **Pick your Platform!** Pick your Platform allows students to understand political platforms and take a position on several issues.
- **The Struggle.** This area highlights individuals and groups of people who have fought for their right to vote, including women, African-Americans, Native Americans, and young people. A listening area allows visitors to access oral histories from people who remember what it was like to fight for this right.
- **The Path to Voting.** Visitors will review the precise steps individuals must take to actually vote. Students decide along the path if they are ready to vote or if their attitude will stop them along the way. It explains that you must register to vote, assess the candidates and issues, cast your vote, and act on the outcome.



On-Air

Take home a video of your students. This interactive program allows visitors to videotape themselves making political campaign commercials, editorials on a current event, or a short speech.

*Please schedule On-Air ahead of time.
Call (225) 342-0500.*

A POLITICAL PICTURE

ACTIVITY #5

In the space allotted below, create a “political picture” of yourself. Now that you have studied about campaigns, candidates, elections and issues, this is your chance to reflect your political personality. By evaluating where you stand on the issues, you should be able to decide which political party’s ideals you come closest in attitude and in what ways you may differ from present members of this particular party

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A POLITICAL PROFILE OF _____
(Your Name)

- Describe how you feel about three or four national issues
- Describe the platform of the party which has ideas similar to yours
- Explain what political party you would support in the coming election and give five reasons for your support

POLITICAL PARTY PLATFORMS

ACTIVITY #6

Political party platforms outline the principles and recommendations of the party on a variety of issues. The platforms contain “planks” (positions on specific subjects) that might benefit or disappoint different groups of people

- Read the Democratic and Republican Party platforms. Also, read the platform presented by a third party or independent candidate. The highlights of each party’s platform can usually be found in your daily newspaper around the time of a national convention or during the month of the election
- Decide which platform appeals to you the most. Do you have any special concerns not addressed in any of the platforms.

Democratic Party Platform Highlights	Republican Party Platform Highlights	Other Party Platform Highlights	Your Concerns

ALL TOGETHER NOW ACTIVITY #7

As citizens, we study issues and candidates to make what we feel are the best decisions. Often candidates we think we might vote for may not take the exact stand that we would want them to take on certain issues. We often vote for the “best fit” candidates that come closest to our expectations in governmental leadership. We may know what issues our country and community must face and we may be aware of the background of each of the candidates running for public office, but we must be informed about where the candidates and the issues come together. Newspapers can help inform citizens about where candidates stand on certain issues, but citizens must make the final decision.

- In the chart provided, list the major issues facing the nation this election year.
- In the column at the left, identify candidates running for office at the federal, state or local level.
- Use information from your local newspaper to find out where each candidate stands on the issues you listed.
- Complete your chart by briefly identifying your stand on the issues.

ALL TOGETHER NOW						
Issues:						
Candidate						
Your Position						

WHERE DO I STAND?

ACTIVITY #8

The thoughts, concerns and attitudes of individuals throughout the nation are expressed daily in the newspaper- news events coverage, editorials, letters, photos and even advertisements and comics. Historically, election day is the day in which individuals have their chance to speak out by going to the polls and expressing their views by voting for or against candidates and issues. Though not everyone can win on election day, the opportunity to speak freely through action is an important part of our democracy

- Use your newspaper to identify certain candidates and issues voted on during this election year.
- List the names of two candidates and identify two issues from the newspaper that you feel strongly about (you may not like the way things turned out in the election, but you still get a chance to have the last word on these candidates and issues)
- In the area provided below, summarize your thoughts and feelings about each issue and each candidate you identified.

HERE'S WHERE I STAND

Candidate #1 _____

Candidate #2 _____

Issue #1 _____

Issue #2 _____

We the People
Louisiana Politics

March 2003 Program
Campaigns

SUPPLEMENTARY VIDEO RELEASED ON MARCH 2003

Classroom Campaigns

Grades 5-8*

* Adapted from lesson plan by Michelle Hofmann, teacher

Subject:

Civics- Language Arts

Goal/Rationale:

Students will be able to mimic the campaign and voting process to hold their own classroom elections. They will understand the process and system of an election on local level.

LA Benchmarks:

Structure and Purpose of Government

C-1A-M5 describing the organization and major responsibilities of local, state, and national governments

C-1A-M6 identifying government leaders and representatives at the local, state, and national levels and explaining their powers and the limits of their powers

C-1A-M8 explaining how public policy is formed, debated, and carried out at local, state, and national levels

Foundations of American Political System

C-1B-M6 analyzing the importance of political parties, campaigns, and elections in the American political system

Objectives:

Students will:

1. Discuss the system of campaigning and voting in their local community. If possible, have their local mayor or alderman come in to discuss this process with them. The class will then brainstorm what offices they feel are important to have in their classroom

Materials:

Posterboard of many colors, markers, scissors, button materials, colored paper, lined paper, examples of speeches and advertisements, tape, tacky-tack.

Description

1. Students will sign up for the office(s) that they wish to run for.
2. Then students who do not wish to run may then divide into campaign groups. These groups will be developing a platform for their candidate to run on.
3. Students will use examples of local campaign paraphernalia to develop their ideas for buttons and posters.

4. Students may begin posting their signs and wearing their buttons during the second week.
5. During this second week, students may have their campaign group present 30 second/one minute commercials at the end of the day on Wednesday and Friday.
6. Focusing on the issues of their campaign platform, students in each group will work with the candidate to write a speech that the candidate will present in front of the class during the week of voting.

Closure:

During the final week candidates will give their final speeches on Monday afternoon.

On Wednesday, each student will cast their ballot into the ballot box. The votes will be tallied by the teacher and offices will be announced on Friday.

Assessment:

Students will turn in a peer evaluation forms of their group. The teacher may use a checklist involving the criteria: cooperation, campaign paraphernalia, quality of speech drafts, etc.

Students could choose actual political candidates from a time period in history and create their platform for them. They could either use the issues that they ran on or create those that they feel would have been significant then.

Inviting Candidates to Class

Grades 9-12*

* Adapted from AskERIC Lesson Plan submitted by Ronald W. Ryckman, teacher, Kansas

Subjects:

Social Studies/US Government

Goal/Rationale:

The purpose of having candidates speak is to show that politicians are people and that the students are old enough to decide who they want to represent them in the legislature. The best citizen is the best informed one.

LA Benchmarks:

Structure and Purpose of Government

C-1A-H1 analyzing the necessity and purposes of politics and government and identifying examples of programs that fit within those purposes

C-1A-H4 explaining the organization and functions of local, state, and national governments and evaluating their relationships

Foundation of the American Political System

C-1B-H3 analyzing the nature of American political and social conflict

C-1B-H4 evaluating issues related to the differences between American ideals and the realities of American social and political life

C-1B-H5 evaluating the roles of political parties, campaigns, and elections in American politics

Roles of the Citizen

C-1D-H1 evaluating and defending positions on issues regarding the personal, political, and economic rights of citizens.

C-1D-H3 explaining and evaluating the various forms of political participation that citizens can use to monitor and shape the formation and implementation of public policy

Objectives:

Students will:

1. Become more informed about the political process and their candidates position on the issues and learn more about the candidates personalities.
2. Carry on a more intelligent conversation with others about the candidates and the issues.
3. Understand more the power of the vote and why there are different views on the some issues.

4. See that candidates are real people whom they can talk to. This should make it easier for students to write or call them to express a concern when a candidate gets elected.

Materials:

The candidate must be contacted to speak and must be told to have mostly question and answer time. Students need access to newspapers and registration/voting sheets for the polling.

Description:

1. Before the candidates speak to the class, the students contact parents, friends, neighbors, other teachers, administrators, and staff for information about the candidates and/or issues. Students then compile a list of questions.
2. Students make an election notebook from newspaper clippings, magazines, and campaign literature. After the election, the students turn in the notebooks with the major issues written down, the results of the election, and their opinion as to why someone would vote for the candidates.
3. A student will videotape the candidate's 15-minute speech and 45-minute question and answer time. This tape is shown over the TV cable channel and a copy is given to each candidate.
4. Students volunteer to conduct a phone survey of registered voters in the parish. The poll is conducted one night, the results tabulated and sent to the candidates, local newspapers, and the Republican and Democratic headquarters
5. Students are encouraged to campaign for any candidate. It could be in the form of passing out literature or stuffing envelopes to conduct surveys.
6. Students tape TV ads and show them to class. They look for name calling, rumor mongering, loaded statements, guilt by association, catchwords, baiting, passing the blame, and evading real issues. They are asked what they learned about the candidate from the ad. How important was the setting and script? Was it aimed at a certain group?
7. Students run a mock election for the school and publicize the results.
8. Students encourage get-out-to-vote drive for eligible students.
9. We have an election night party at the teacher's house or school and call the election center for local results.
10. Students write why they thought each candidate won

Assessment:

Many students do not know their state legislators or the candidates running for office. They do not understand the power of being informed and the influence they can have on an election.

When visiting the state capitol and meeting representatives, discuss with them the issues and lobby our position on the issues. Discuss some reasons for people not voting and how valid are the reasons? What can be done to help encourage higher voter participation?

Extra Classroom Activities

- Tour the We the People Exhibit at Louisiana's Old State Capitol (Activity #9 attached)
- Study tactics and political strategies used to sway voters
- Design buttons, posters, pamphlets, TV and radio jingles to promote voting or a candidate
- Conduct poster or essay contests based on the election, a candidate, or an issue.
- Use Newspaper in Education (NIE) programs

WE THE PEOPLE EXHIBIT

ACTIVITY #9

K-12

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WE THE PEOPLE

LOUISIANA POLITICS

GLOSSARY

Appropriations

The last phase of the Congressional budget process for a fiscal year. The amounts authorized for spending on given programs, agencies, and government functions are approved for disbursement, or appropriation, from the U. S. Treasury.

Balanced budget

A government's annual budget in which receipts are equal to outlays. Only the federal government has the authority to engage in long-term deficit spending. State laws mandate a balanced budget. While a balanced federal budget is to be preferred, there are some advantages in having an "unbalanced budget." Deficit spending can provide extra funds to stimulate the economy and create jobs during an economic downturn. This benefit must be weighed against the dangers of large deficits, such as devaluation of the currency and inflation in the cost of goods and services.

Ballot

A piece of paper, computer card, ticket, etc. by which a vote is cast.

Bill

A draft of a law that has been formally introduced into a legislature for consideration. After a bill is passed and signed by the President or by the governor of a state, it becomes a law. A bill is identified with the letters "HR" in the U. S. House of Representatives and "S" in the Senate, followed by an assigned number.

Bipartisanship

Cooperation on an issue or issues by two political parties, usually the two major parties controlling a government.

Budget

A plan for income and spending set up by an individual, government, or organization.

The state of Louisiana's budget includes allocating funds for the following departments: education, health and social services, transportation, military affairs, public safety and corrections, economic development, agriculture and forestry, general government.

Campaign

An organized effort to gather support for a candidate.

Citizen

Member of a political society who therefore owes allegiance to and is entitled to protection by and from the government.

Civics

The study of citizenship and government, usually having to do with the rights and duties of citizens

Congress

The legislative branch of the U.S. government that makes the nation's laws. The U.S. Congress is composed of the House of Representatives and the Senate. The Constitution gives Congress "all legislative powers" of the federal government. At the heart of Congress's lawmaking powers is its "power of the purse," its control over government and taxing and spending. The Constitution grants to the Congress a wide range of powers, including the authority to coin money, regulate trade, declare war, and raise and equip military forces.

Congressional district

A division or part of a state; each district elects one person to the House of Representatives.

Any of the political subdivisions into which the nation is divided for electing members to the House of Representatives. There are 435 Congressional districts. Currently, each district contains approximately 570,000 people. However, seats in the House are reapportioned every ten years, after the decennial census. Although the number of seats and, consequently, the number of Congressional districts have been fixed at 435, individual states may gain or lose districts as a result of reapportionment.

Constituency

A group of people who vote in a particular election district and elect someone to represent that district or area

All the people, especially the voters, who are served by a particular elected official, especially the constituents of a legislator. The people who live in a Congressional district are the constituents of a Representative.

Constitution

The document which establishes the basic principles of the American government setting out the basic principles, structures, processes, and functions of a government, and placing limits upon its actions.

Democracy

Government in which the people hold the ruling power either directly or through elected representatives. The concept originated in ancient Greece but was in practice much different from what it is understood to be today. Democracy is used generally to denote political systems which operate with the participation and consent of the citizens, as through the practice of regular elections.

Democratic Party

One of the two major political parties in the United States. It emerged in the late 1820s from a split in the Democratic-Republican Party, which had, in turn, developed from the Republican Party led by Thomas Jefferson. The party adhered to various policies over its history. Today, it is generally characterized as the more liberal of the two major parties and as being more favorably disposed toward the working class and the poor, with a greater tendency to favor government expenditures for social welfare programs. In the last decade, however, the party has moved toward the center of the political spectrum.

Electorate

The people who are eligible to vote in an election.

Grassroots

When everyday people try to start major political activity at a local level.

The common people, originally those of rural or non-urban areas, thought of as best representing the basic, direct political interests of the electorate. Also, the basic or fundamental source of support of a movement, group, etc.

Green Party

Officially, the Greens/Green Party USA, an alternative political party and social movement, was inspired by a party in Germany. It was initiated in 1984 and more formally structured by 1989. It prepares candidates to stand for election at many levels of government. As its name suggests, the green Party is an outgrowth of the environmental movement. Other basic concerns include social justice, respect for diversity, and support for a democratically accountable community-based economy. The Greens espouse nonviolence as their method of promoting social change. To date, no Green Party candidates have won an election at the federal level. people who vote for Green Party candidates often point to the value of their protest vote.

Interest group

Organized body of individuals who share a common interest or goal and try to influence public policy to meet those goals.

LA Senator

A member of the upper house of the state legislature

LA Representative

A member of the lower house of the state legislature

Legislative

Having the power to make laws.

Lobby

A group trying to persuade government officials to support or defeat the goals of a special-interest group. It can also be used as a verb, as in the act of "lobbying" for a cause.

Mass Media

Sources of news information including newspapers, magazines, TV, radio, Internet, etc.

Nineteenth Amendment

Amendment to the Constitution, ratified in 1920, guaranteeing women the right to vote.

Platform

A political party's statement of its goals and positions on public issues.

Political party

Any group with broad common interests, however loosely organized, that seeks to elect government officials under a given label.

Precinct

A geographic area that contains a specific number of voters.

Proposition

A petition asking for a new law.

Public policy

All decisions and actions of government.

Referendum

An election in which proposed laws are submitted to popular vote.

Revenue

The money governments receive from taxes and other sources.

Session

The period of time when Congress meets.

Suffrage

Right to vote.

US Senator

A member of the upper house of Congress, in which each state is represented by two senators

US Representative

A member of the lower house of Congress, in which states are represented according to population

Voting Rights Act of 1965

A federal law passed in 1965 that outlawed literacy tests and poll taxes and that sent registrars into the southern states to register black voters.

Resources

Political Websites

Louisiana's official state government information and services	www.state.la.us
Louisiana state legislature	www.legis.state.la.us
Louisiana secretary of state official website	www.sec.state.la.us
U.S. House of Representatives official website	www.house.gov
U.S. Senate official website	www.senate.gov
White House official website	www.whitehouse.gov
U.S. Government Agencies Directory	www.lib.lsu.edu/gove/fedgov/html
Democratic National Committee	www.democrats.org
Republican National Committee	www.rnc.org

Nonpartisan Websites

Public Agenda	www.publicagenda.com
Council for a Better Louisiana (CABL)	www.cabl.org

Teacher Resources

The PBS Democracy Project	www.pbs.org/democracy
Civics Online	www.civics-online.org

Student Resources

Youth Vote	www.youthvote2000.com
Rock the Vote	www.rockthevote.org
Young Politicians	www.ypa.org